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TITLE	Planned Variation in the Concept Formation Model--Set 1 (3 films from the 7-film Responsive Teaching Series.) Description of Teacher Inservice Education Materials.
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ABSTRACT

The teacher inservice program described here focuses on concept formation and aims at showing teachers how to help students to develop their own organization of data into groups or categories for descriptive purposes. The goals of the program are to help teachers to carry out with their students the four stages and activities in the concept formation strategy: identifying and enumerating data, grouping items of data, conceptualizing and labeling groups of data, and testing concepts. Information is provided on the purposes and content of the program and materials as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

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DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: PLANNED VARIATION IN THE CONCEPT FORMATION MODEL - SET 1 (3 films from the 7-film Responsive Teaching Series)

Publication Date(s): 1976

Intended Users: The developer states that the program is intended for "teachers," from which the describer infers inservice use. However, the describer feels that the material is adaptable for preservice.

Grade Level(s): Kindergarten, elementary, middle and secondary school

Number: Individual or group

Primary Focus: The intent of the product is skill building, providing information, encouraging attitude change and increasing understanding. The content is concept formation, aimed at showing teachers how to help students to develop their own organization of data into groups or categories in order to describe the data.

School subject(s) and/or inservice topic(s) covered:

The inservice topics covered are models of and strategies for the development of concept formation in students. School subjects used in the films and text as examples are social studies, mathematics, and linguistics.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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What participant does in using the materials:

The user reads the materials, views the films, engages in discussion, plans two lessons using the model, does peer teaching (one lesson) and two microteaching lessons to two small groups of students.

Resources:

Resources include an Instructor's Manual (68 pages), a Student's Manual (68 pages) and three 16mm films (each about 23 minutes long). The Manuals include, among other items, self-checks, transcripts of the films, and a brief list of suggested readings.

Describer critique:

The program is well-designed, well-organized and clearly expressed. Both the Manuals and the films present the material effectively and persuasively. The technical quality of the films is fair; the content very good, although their effectiveness may be marred by the fact that they show only teachers working with small groups of what appear to be model children.

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1.0 PURPOSES:

Rationale

The developer states on page seven of the Manual, "By learning how to form concepts, students are able to expand their capacity for handling information. Concept formation, in fact, is basic to most higher-order thinking."

Goals

The goals of the program are to help teachers to carry out with their students the four stages and activities in the concept formation strategy as given on page seven of the Instructor's Manual:

1. Identifying and enumerating data;
2. Grouping items of data;
3. Conceptualizing and labeling groups of data; and
4. Testing of concepts.

Objectives

The objectives for each section are stated as follows: "After reading the following section:

1. The student should describe the basic idea of a model of teaching and the process of concept formation;

2. The student should be able to identify the four stages of the concept formation model in terms of teacher and pupil activities and to describe the role of the teacher in each phase of the strategy;

3. The student will have viewed at least two filmed demonstrations of the concept formation model, correctly identifying the four phases of the model and describing the teacher's opening moves in each; and

4. The student will be able to use the concept formation model with pupils demonstrating at least three of the four phases in appropriate sequence."

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

There is an Instructor's Manual (soft cover, 68 pages). The Student's Manual is 68 pages. Contents for both Manuals are identical except for instructor material, which is identified by "I" pages.

Instructor's Guide: General Instruction	p. I. 1-2
Instructor Suggestions - Objective I	p. I. 3
Introduction to Manual	p. 1
An Introduction to the Concept Formation Model - Objective I	p. 2-5
Instructor Suggestions - Objective II	p. I 4
Teaching Children to Form Concepts: An Inductive Strategy - Objective 2.	p. 6-9
Self-Check No. 1	p. 10
Instructor Suggestions - Objective III	p. I. 5-6
The Concept Formation Strategy - Objective III	p. 11-12
Self-Check No. 2	p. 13-14
Transcript One: Concept Formation in Language Arts	p. 15-24
Transcript Two: Concept Formation in Mathematics	p. 25-33
Transcript Three: Concept Formation in Social Studies	p. 34-41
Instructor Suggestions - Objective IV	p. I. 7
Concept Formation - Objective IV	p. 42
General Directions for Peer Teaching and Microteaching	p. 43-45
Lesson 1 - Concept Formation Using Linguistics	p. 46-47
Lesson 2 - Using the Lattice (Mathematical Operations)	p. 48-53
Lesson 3 - Concept Formation Using Ordinary Objects	p. 54-59
Teaching Analysis Form	p. 60-63
A Final Word	p. 64-67
Recommended Reading	p. 68-69

Three 16mm films, each about 23 minutes in length:

The Lattice

Telephone Conversations

Castle Ludlow

Sequence

There is a training sequence given on page one of the Instructor's Manual. The objectives are followed in numerical order.

There are no prerequisites for the use of the product.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

The user reads, views films and plans two lessons using the model each time. S/he then teaches one lesson to a group of peers and teaches two lessons to two small groups of children.

The instructor presents material, leads discussion, presents the films, manages the organization and logistics, and analyzes the teaching experiences.

The user interacts with the instructor, peers and students.

The group size is determined by the users and the instructor. The time period is at the discretion of the instructor and the users. The describer infers that at least two weeks would be necessary for completion of the program.

3.2 Help given in use of product:

The product includes an Instructor's Manual, including transcripts of the films.

There are no guidelines for adaptation.

The describer feels the instructor should be familiar with the material before attempting group presentation, and should either be a teacher or have had teaching experience.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

There are two brief self-checks, and the peer teaching and microteaching activities are videotaped and analyzed by the instructor, the user, and perhaps peers. This can serve an evaluative function.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

The developer leaves the question of time spent to the discretion of the instructor and the users. The describer infers that a two week minimum would be necessary.

Classroom space is required if the program is used with a group. A 16mm film projector and screen are necessary. For microteaching, a school, students, and a videotape machine are required. Administrative and logistical arrangements must be supplied by the user and/or the instructor.

5.2 Distributor name/address:

National Resource and Dissemination Center
Department E76
The University of South Florida
Tampa, Florida 33602

(813) 974-2875

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
PLANNED VARIATION IN THE CONCEPT FORMATION MODEL: SET 1 includes:				
Instructor's Manual	$3.00	no	1	yes
Student's Manual	$3.00	no	1/participant	yes
Three films (16mm):				
The Lattice	$175	$15/5 days	1	yes
Telephone Conversations	$175	$15/5 days	1	yes
Castle Ludlow	$175	$15/5 days	1	yes

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The material was developed by Greta Morine-Dershimer, formerly with the Far West Laboratory for Educational Research and Development, and currently with the Teacher Corps in Oakland, California; Marsha Weill and Elizabeth Vallance, both the the Oakland School District, Oakland, California. All three have had classroom teaching experience.

6.2 How developed and when:

The product was developed over a two-year period with federal funds under the auspices of the Far West Laboratory for Educational Research and Development, and was field tested in the Oakland Public Schools with children of varying ages and backgrounds.

6.3 Evidence of effectiveness with users:

The product was extensively edited and re-worked for clarity and effectiveness. The developers did not provide results of field testing done on the product.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The program appears highly effective in enabling users to understand the principles of concept formation and strategies for teaching it to students.

The product is adaptable for kindergarten through 12th grade and its ideas could be applied to almost any subject area.

The technical quality of the manuals is good. The print is clear and the binding fairly sturdy The films lack some clarity, from both an auditory and visual standpoint (pictures show something written on the blackboard, but the writing is difficult to read).

Content accuracy/social fairness/community acceptance issues:

While the main thrust of the product is to present theory and practice rather than factual information, the content is the result of research and practical application. The information is current.

The children and adults shown in the films are predominantly white and appear to be from middle class backgrounds. There is one Spanish child and one who may be Oriental. There were no Blacks represented. There was no sex bias evident in the materials.

The content is controversial to the extent that some may disagree with this theory of teaching and prefer emphasis on drill and the basics.

Overall summary/comment:

On the whole, the product is very well-designed, well-organized, and persuasively presented. The content of the films is interesting and illustrative and the program, as laid out in the manuals, is clearly written and effectively presented. While the manual states that the program has been used with large groups of children and with the disadvantaged, the fact that the films show teachers working with small groups of what appear to be highly motivated and intelligent children, may lessen their impact on teachers who function in less ideal circumstances.

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